

DOCUMENT RESUME

ED 291 223

EC 201 992

AUTHOR Wesson, Caren; And Others
TITLE Specifying the Instructional Plan.
INSTITUTION Wisconsin Univ., Milwaukee.
PUB DATE Oct 86
NOTE 119p.; Parts of this manual have been adapted from EC 201 991.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Beginning Reading; Elementary Secondary Education; *Individualized Instruction; Instructional Effectiveness; Language Fluency; Learning Strategies; *Lesson Plans; Listening; Phonics; Reading Comprehension; *Reading Difficulties; *Reading Instruction; Sight Vocabulary; Spelling Instruction; Structural Analysis (Linguistics); Student Educational Objectives; Teacher Guidance; *Teaching Methods

ABSTRACT

This manual outlines a process for preparing individualized lesson plans in reading that are consistent across time, to assist in determining the effectiveness of various teaching methods for use with special education students. Part I discusses components of the plan: instructional procedures and target skill, time spent on each activity, the pertinent materials, the administrative arrangements, and the motivational strategies. Part I also provides two examples of instructional plans, one for reading and one for spelling, and guidelines for practicing the plan-writing process. Part II helps the teacher decide how to make substantial adjustments in the instructional plan. Part III, the bulk of the manual, lists approximately 175 sample instructional activities for use in both beginning reading instruction and primary reading instruction. Both teacher-directed and student-directed activities are included in the areas of phonics, sight word building, listening, comprehension, structural analysis, fluency, and accuracy. For each of the activities is listed its purpose, a description of procedures (with variations), and necessary materials. (JDD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED291223

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

Specifying the Instructional Plan

University of Wisconsin-Milwaukee

Caren Wesson

Joy Carter

Anne Fischer

Jean Trednic

© October 1986

*Parts of this manual have been adapted from Procedures to Develop and Monitor
Progress on IEP Goals.

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Caren Wesson

EC201992

Introduction

The purpose of this manual is to provide special education teachers with an alternative means of writing individualized lesson plans in reading. The instructional plan format described here is designed to promote consistent instruction across time for special education students. Typically, regular education planning evolves from the basal text materials and the school district's curriculum guide. In reading, teachers often plan for a week at a time with a variety of activities alternating daily. A typical plan is to introduce a story on Monday, and read silently; one Tuesday read orally and do comprehension activities; on Wednesday reread silently and do workbooks; on Thursday do related skill building activities; and on Friday summarize the story and make some conclusions.

In special education the plan should be based on the student's IEP. PL 94-142 states that the student's instruction should be "appropriate." We cannot know if a program is appropriate unless we test it to see if it works for the individual student. Therefore, we need some consistency in the plan so we are better able to determine what it was we did to teach that either worked or did not work. The teacher can alternate the activities somewhat, but to run entirely different lessons every day does not allow us to make good decisions about instruction. Under this alternative method of planning, teachers may use the same activities but the time frame changes. For example every day they may have the student do silent reading, oral reading and skill building activities.

This manual is organized into 3 parts. Part I addresses the task of specifying an instructional play by describing the five components. Part II helps the teacher decide how to make substantial adjustments in the instructional plan. Part III provides a list of ideas for instructional procedures. The list is meant to be illustrative and not exhaustive or superlative. Your own ideas should be incorporated.

PART I

SPECIFYING THE INSTRUCTIONAL PLANSECTION 1: Components of the Plan

In order to provide instruction in a meaningful and systematic manner, the instructional plan must be outlined clearly. A specific instructional plan includes: (1) the instructional procedures and target skill, (2) the time spent in each activity, (3) the pertinent materials, (4) the arrangements, and (5) the motivational strategies.

Within the instructional procedures component, a teacher needs to plan for including both teacher directed activities and practice activities into the lesson plan on a daily basis. There should be a direct relationship between the teacher led activities and the practice activities. The practice activities thus act as a follow-through for the instruction that the teacher delivered in person.

The second component is the administrative arrangement in which the instructional procedures will be delivered to the student. The administrative arrangement refers to where the student will be working and under what conditions, e.g., small group or independent activities.

The third component is the time element. How long will this instructional procedure take place and in what sequence will the procedures be accomplished? The fourth component is the material that the teacher will use during this instructional procedure. It may be the student's workbook, the basal reader, or any of a number of possible material alternatives.

The fifth component refers to the motivational strategies that the teacher will utilize in order to reinforce the student for working diligently with the current instructional procedure.

Examples of each component are listed in Table 1-1.

Table 1-1
Components of the Instructional Plan
(Examples of a Reading IEP)

Instructional Procedures	Time	Materials
Oral reading in context - fluency building	Number of minutes spend in each activity	Tape recorder
Silent reading in context - silent reading		Language master
Error drill - accuracy building		Reading games
Board work on subskills - CVC short a words		Distar program
Isolated word practice - Dolch 2nd grade words		Workbook
Choral reading - fluency		Worksheet

Arrangements	Motivational Strategies
1-to-1 with teacher	Social reinforcers
Study carrel	Concrete reinforcers
At desk independently	Indirect reinforcers
Small group with aide	Contracts
1-to-1 with peer tutor	Self-management strategies
Small group with teacher	Activity reinforcers

Instructional Procedures and Target Skill

The first decision a teacher makes in planning is the selection of the target skills to be taught. The question is "What skills should I teach this student now?" One useful tool for making this decision in reading is an informal reading inventory based on a skills hierarchy. The skills list at the beginning of each unit in the basal teacher's manual is another good tool for selecting target skills. The broad categories of target skills in

beginning reading include sight words, listening, phonic, and comprehension. At the primary reading level, the categories of target skills include phonics, structural analysis, comprehension, sight words, fluency, and accuracy. Most plans will probably focus on two or more broad skill areas. The instructional procedures selected should reflect the student's individual needs. The procedures component of the lesson plan is the statement about the actual activities the teacher plans for the student. Both the teacher's role and student's role need to be specified. What will the teacher do and say and what will the student do? The response mode is especially important to note. Will the student read aloud or silently, point to, write, or state answers to questions?

ARRANGEMENT

The administrative arrangement on the instructional plan form refers to the kind of physical setting and the structure of the student's lesson. Often the lesson is one to one with the teacher or one to a small group of two, three or four students. For example, an aide, peer tutor, or volunteer helper may be involved in the lesson. Other times the activity is independent as with the practice activities. Other arrangements include student groups working independently as in paired reading activities. The arrangement section will also state if a surrogate teacher will be directing the lesson.

A teacher can also delineate under the administrative arrangement what kind of physical setting the student requires for this particular activity. Is it likely that a student would benefit from being in a study carrel as opposed to being at his/her desk for certain kinds of activities? If so, the teacher can specify this on the form. A teacher may also decide that there

are certain activities which the student should be doing in another classroom setting such as the library or a regular education classroom.

TIME

The third component that the teacher must delineate on the instructional plan form is the duration of time that each of the instructional procedures will last. The teacher should look at how much time she has a student for this particular academic area and then divide that time into segments per instructional procedure. For example, if the student's IEP states that he will have reading instruction for 40 minutes, then 20 minutes may be in a teacher-directed reading group, 10 in independent work, and 10 in paired reading.

The teacher should keep in mind that the amount of allocated time and the amount of actual instructional time are highly correlated with achievement. Therefore, the higher the allocated time and particularly the higher the instructional time, the better the student will achieve. Thus, time should be maximized.

MATERIALS TO BE USED

The fourth component refers to the materials that the student will use during each of those instructional procedures. The following is a partial list of materials that may be utilized: basal textbooks, children's literature or books from the library, the chalkboard and chalk, workbooks and worksheets, materials associated with the various learning centers, manipulatives, computers, language masters, Systems 80 equipment.

This is the section in which teachers may also delineate special methods and materials that might be used. For example, DISTAR, CORRECTIVE READING,

and the SRA Basic Skills Series would be written under this category. Whatever the materials, it is important that the teacher specifies what materials are associated with each instructional procedure so that the teacher may be organized when that instructional procedure is to take place. One of the ways in which time is wasted in a classroom is when the teacher needs to take time to organize the materials that are necessary for the instructional strategy that they are about to use. By recording the materials on the instructional plan form, the teacher may be more organized and better prepared for the lesson. Therefore, less time will be wasted.

MOTIVATIONAL STRATEGIES

The final component of the instruction plan are the motivational strategies. In research conducted at the Institute for Research on Learning Disabilities, it was determined that the component of the instructional plan which is most neglected is this component—motivational strategies. Teachers tend to rely too heavily on motivational techniques such as praise or stickers. Teachers tend to save the more structured reinforcement systems (such as token economies, point systems, or contracts) for social behavior interventions. Teachers should use these strategies for academic behaviors as well. In fact, research has shown that when teachers use motivational strategies to improve academic skills that often times the students social behaviors will also improve. The inverse is not true. A teacher can use motivational strategies and reduce a student's social behavior problems but the academic behaviors are not likely to improve given the focus on social behaviors alone.

The teacher's options for the motivational strategies component are varied and numerous. A teacher can use a contract system, a point system or an informal reinforcement schedule. Given any of these alternatives, a teacher can differentiate the actual reinforcers used. The reinforcers can come from the category of edibles, tangibles, social or activity reinforcers. One of the most widely used principles of behavior management is the Premack Principle. The Premack Principle has been translated into "grandma's rule." Grandma's rule is that first you eat your peas then you get dessert. In other words, a teacher can use high probability behaviors as reinforcers for low probability behaviors. If the teachers is uncertain as to what reinforcers may work with an individual student, the best way to find out what reinforcers will work is to let the student have free time for a five to ten minute period. During that time the teacher should carefully observe the student's behaviors. What does the student choose to play with or do? The teacher can then use the student's self selected activities as reinforcers. For example, if a student chooses to run the water in the sink and dangle his hands under the water during free time, then the teacher can make access to the sink contingent upon a student's completion of a certain amount of academic responses. This is a direct application of the Premack Principle.

Teachers need to consider the whole range of potential reinforcers. The idea is to use reinforcers that are most natural to the situation and then as higher level reinforcers are required to then bring in the more artificial kinds of reinforcers. Some of the most natural reinforcers to any classroom environment are activity reinforcers, being allowed to go to the free time area and choose from a variety of activities. This is often very motivating

for many students. Teachers can either set out certain activities for students to do during their free time or allow the students to choose from several different potentially reinforcing activities. Teachers can even make these activities all academically related. For example, only academically oriented games can be included in their options.

Providing students with a chance to select their own activity from an array that the teacher picks out is a very powerful procedure. Simply by allowing the students to choose, rather than be told what they are to play with will in and of itself be motivating to many students. Other possible activities include class jobs. For example, being the leader, being the messenger who takes notes to the office, being the board eraser, or the pencil sharpener, or the attendance taker. All of these roles can be reinforcing to students of different ages. Teachers must remember to select age appropriate reinforcers.

Tangible reinforcers are also very powerfully motivating. When we think of tangible reinforcers often we think of very expensive items that most of us cannot afford to buy for our students. But, there are a number of inexpensive or free tangible items that we can use. Often times a reinforcer survey can be conducted with a student and with the student's parents in order to help the teacher to determine what tangible reinforcers may be powerful for this student. Possible reinforcers include things like rocks and shells, cancelled stamps, coins from foreign countries, leaves in the fall, or even simple pieces of construction paper with a happy face on them indicating that the student had a good day. Certificates of achievement and public display of student progress are also reinforcing to many students. These are things that

a student can take home and be proud of and yet cost the teachers little or nothing. If the teacher needs to use more powerful tangible reinforcers, there are a number of ways to collect inexpensive reinforcing items. Yard sales can be a very good place for teachers to locate such inexpensive items. Or, going to industry in the area and soliciting donations for your class's use. Perhaps the students themselves can write the letters to the companies requesting that they be given some reinforcers for which to work for in their classroom.

Another source of tangible reinforcers that the teacher can use are the student's parents. The teacher can formulate a home-school contract with the student whereby the teacher sets the tasks that are to be done and the parents provide the reinforcers. The parents can choose to use tangibles or activity reinforcers.

As often as possible a teacher should stick to activity reinforcers rather than using tangible reinforcers. The tangible and the activity reinforcers should always be paired with a social reinforcer so that over time a student will begin and continue to feel satisfied with their social reinforcement. Along with that the teacher should also begin pairing the self reinforcement with the teacher social reinforcement. The teacher can request that the student repeat, "Yes, I did do a good job. I did write all my sentences with capital letters at the beginning and periods at the end."

CONCLUSION

Given all these components to the instructional plan, one important principle should underlie a teacher's selection. This is the principle of novelty. Any student will become bored over time given the same instructional

procedures repeated over and over again. So, it is important that each teacher have a good array of possibilities for each of the instructional plan components and choose from these possibilities time and time again within any given academic year. No student should be instructed with the same academic procedures after those instructional procedures have lost their effectiveness. Therefore, along with novelty a teacher should be monitoring student progress given some kind of measurement system.

Each of the five components needs to be described fully in your plan so that when you think about how effective your instruction is, you have a clear idea about the exact nature of the instructional plan. For example, Tony's instructional plan in reading included 1-to-1 oral reading practice with the teacher for 10 minutes using the Ginn 720, Level 6 books, with praise for each page read correctly with 2 or fewer errors. If a change needs to be made in Tony's program, then the teacher could readily identify specific components such as time (10 minutes) or motivation (praise), alter these and test the effectiveness of the revised plan. The new plan might be oral reading practice 1-to-1 with the teacher for 15 minutes using the Ginn 720, Level 6 book, with praise for each page read correctly with 2 or fewer errors.

Below are two examples of instructional plans, one for reading and one for spelling. One way to determine whether a plan is specific enough is to ask yourself whether another person would be able to replicate the program. Review both of the following instructional plans and decide which one is more complete.

SECTION 1: Examples of Instructional Plans

Page 12

Example 1:

Instructional Procedures	Arrangements	Time	Materials	Motivational Strategies
A. Oral reading practice with error correction and word supplied after 3 sec. Record first 5 errors on 3 x 5 index cards	Teacher 1 to 1	10 min	Slan 720 Level 6 successive stories index cards Magic Marker	Sticker for each page read with 2 or fewer errors
B. Drill on errors - review each word 2x. Add up to 5 words each day. Remove cards sold correctly 3x on two different days.	Teacher 1 to 1	5 min	Index cards	Point for each word read correctly 3x 100 points = prize
C. Choral reading Tutor and student read simultaneously	Peer tutor 1 to 1	5 min	Pages covered in oral reading practice (A)	Social
D. Silent reading, with written comprehension questions.	Independently	20 min	Pages to be covered each day as in A, up to 10 questions per day from the Teacher's guide.	Daily letter grade for written work Scores sent home on Friday.

Example 2:

A. Oral drill of spelling list words words dictated to student, student writes word.	Small group 1 to 3 with teacher aide.	10 min	Spelling list paper pencil	Praise from aide for staying on task.
B. Feedback on student's spelling of dictated words-the teacher scores correct letter sequences and shows the student the correct spelling and the results. Correct letter sequences are graphed.	1 to 1 with teacher	5 min	Spelling test graph pencil	Student sees graphs with letter sequence data.
C. Error practice - student writes words missed on test.	Independently	10 min	Paper, pencil chalkboard	Student earns 1 pt. for 5 min. on task Each point represents a minute of free time on Friday.
D. Language Master Practice - all words the student has had during the school year are on cards - printed and taped. Teacher picks random cards, listens to the spelling and then spells orally.	Independently	5 min	Language Master and cards for each word.	Same as above.

The first example is very clear and could easily be replicated. In the second example, most of the plan is clear. However, the additional information noted below is needed to make the plan totally replicable.

A. Oral drill ...

- . How many words are on a list?
- . How much time does the student have to write each word?
- . Does the student get new words each day or each week?

B. Feedback ...

. No additional information is needed.

C. Error practice ...

. How many times does the student write the word?

D. Language master practice ...

. How many words does the student listen and spell?

The following form details a complete version of this plan.

A. Oral drill of spelling list words - words dictated to student, student writes word. New word dictated every 30 seconds	Small group - 1 to 3 with teacher aide	30 min	Spelling list - 30 new words each week. Paper pencil	Praise from aide for staying on task.
B. Feedback on student's spelling of dictated words - the teacher scores correct letter sequences and shows the student the correct spelling and the results. Correct letter sequences are graphed.	1 to 1 with teacher	5 min	Spelling test graph pencil	Student sees graph with letter sequence data.
C. Error practice - student writes words missed on test five times each	Independently	30 min	Paper, pencil chalkboard	Student earns 1 pt. for 5 mins. on task. Each pt. represents a minute of free time on Friday.
D. Language Master Practice - all words the student has had during the school year are on cards - printed and taped. Teacher picks 30 random cards, listens to the spelling and then spells orally.	Independently	5 min	Language Master and cards for each word.	Same as above.

SECTION 2: Practice Writing Plans

The following instructional plan needs more specification. Add the details that are needed to make the plan replicable.

Q1.

Instructional Procedure	Arrangement	Time	Materials	Motivational Strategies
New word introduction with flashcards	small group	30 min		
Language Master	Independently	30 min		
Oral reading and comprehension questions	small group	30 min		

Answer

Student Name Edie IEP Goal Reading Time Available for Instruction 40 min
 Location Resource Room

Instructional Plan

Instructional Procedure	Arrangement	Time	Materials	Motivational Strategies
A. New word introduction-6 new words on chalkboard. Teacher tells students new words and they practice each 5 times. Each word put in sentence on board-students read each sentence. Each student reads flashcards until each word is read correctly 3 times.	1 teacher 3 students	20 min.	Sim 720, level 3. Six new words for each story as listed in Teacher's guide. Flashcards chalk board	Each word read 3 times from flashcards earns a star when each student has earned 30 stars they get to take home a spaceship.
B. All new words for last 5 days (30 words) are on Language Master cards. Student tries to "beat" the Language Master in reading the word.	Independently	10 min.	Language Master and 30 cards-6 new words from each of 5 days.	5 min. on task earns 1 token. Tokens can be spent in class store.
C. Oral reading and comprehension questions. The teacher and three students read one page aloud together. Then 1 student reads the page. The group reads 6 pages so each student reads 2 pages individually. After each page the teacher asks the comprehension questions listed in the teacher's manual that correspond to that page.	1 teacher 3 students	30 min.	Reading Book Teacher's Manual	Same as B.

SECTION 3: Writing an Instructional Plan for your Target Student

Fill out an instructional plan for your student for reading. Remember to be specific; include all necessary details. As you write your plan, consider the following questions:

- (1) Is it clear what materials are to be used?
- (2) Can the reader tell exactly what the teacher does and what the student does?
- (3) Is it clear how much time the student has to respond to teacher directions?
- (4) Is the sequence of instruction logical?
- (5) Did you include teacher-directed and student-directed activities?
- (6) Did you plan your procedures to work on a target skill?

Part III

List of Instructional Activities

The intent of this section is to provide samples of activities that can be used by you with your student. There are two parts—A and B. Part A includes target skills involved in beginning reading instruction. Those areas are phonics, sight word building, listening, and comprehension. Part B includes target skills involved in primary reading instruction. Those skills are phonics, structural analysis, comprehension, fluency, accuracy, and sight word building. Each area is divided into two sections—teacher-directed activities and student-directed activities. This gives you some ideas on how to integrate varied activities into your instructional plans. You may use some of these ideas or use all your own.

2/2285V

Comprehension (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
picture identification; picture/word association	picture dictionary	Student collects pictures of items and compiles into a book form with word written underneath.	magazines; paper
picture comprehension; oral communication; sentence construction	"reading" wordless books	Use wordless books or cover text of ordinary books; let student tell story from pictures.	books
word/sentence comprehension	language experience stories	Write story together; students re-read story in group or individually.	no materials needed
comprehension; oral communication	act out stories	After reading a story, students are assigned "roles" of the characters and act out events of the story.	books
comprehension; oral communication	different endings	Teacher reads story; before reading the end, students make up endings.	stories
picture/word association picture/sentence association	matching	Student matches pictures to word or pictures to sentences	pictures; words; sentences
sentence comprehension	cloze	Student completes sentence orally or on paper.	paper
story comprehension	helping hands	Have each student trace his/her hand. Write title of story in palm. Write who, what, when, where why? on each finger. Use as guide to discuss story.	paper; pencil; story

Comprehension (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
story comprehension	cut-apart stories	Mount interesting picture on tag-board. Discuss picture with class. Have them compose story about the picture; you write story on tagboard. Have students read story back afterwards. Cut lines of the story apart; put lines in an envelope. Students arrange lines correctly.	picture; tagboard; envelope
word meaning	news corner	Set up area of room or part of bulletin board to be the "News Corner." Daily change the "news"—reporting on something directly related to the students (ex. We are going on a trip tomorrow).	no material necessary
sentence comprehension	illustrating sentences	Divide sheet into four squares. In each square, write sentence that would be capable of illustration (ex. Father is working in the yard). Student draws a picture for each sentence.	paper

Comprehension (Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
word meaning; categorization	categories	Print a few categories on large sheet of paper (categories varying with level of student). Make cards of words pertaining to each category. Student puts cards into correct category.	large sheet of paper
story comprehension	making a picture	Write a short description of a picture on a sheet of paper. Child reads story and draws a picture.	paper
main idea	matching activity	Cut 4 strips of paper to go with each small paragraph. Write sentence on each strip, with one expressing main idea of paragraph.	reading passages; paper
word/sentence meaning	circle correct response	Student circles correct word (or sentence) describing a picture (use laminator or contact paper for multiple use of sheets).	pre-made sheets
story comprehension	helping hands	From "Helping Hands" (see Teacher-Directed activities); student writes answers to each question.	sheet
story comprehension	story spotlight	Student reads stories, draws pictures to show series of events in story. Later, turn lights off in room. Student tacks pictures up on walls, lights up each panel with flashlight and tells story.	paper; books; flashlight

Comprehension (Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
story comprehension; word/picture meaning	picture stories	Write story on large piece of tagboard. Omit words that are in student's reading vocabulary. Draw picture "clue" (picture of object) for each omitted word. Under each picture cut small rectangular slot. Make cards showing missing words. Child puts cards in appropriate slots. (var: student writes story out on paper)	tagboard
story comprehension	jigsaw puzzle	Mount a colorful picture and short story about the picture on tagboard. Cut this to make a jigsaw puzzle. Put pieces in an envelope. (var: student writes own story and draws picture; cuts into puzzle)	tagboard; pictures; envelopes
story comprehension	cut-apart stories	See "Cut-Apart Stories" in teacher-directed activities. Student arranges lines of story on his own.	cut-apart stories

Listening (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
auditory discrimination	"name the speaker"	One student closes eyes and listens while one other student speaks. He has to name the person who spoke.	
listening	musical chairs	Students sit on chairs when music stops after circling the chairs.	record player; chairs
critical listening; sound identification	identifying sounds	Students identify sounds from environmental sounds tape.	tape
listening; following directions	listening to records	Using Hap Palmer (or the like) records, students follow the directions given.	records
auditory discrimination	listening to musical instruments	Using several instruments, students identify correct one when eyes are covered.	instruments
auditory discrimination	loud/soft	Students identify if sound is loud or soft.	instruments
critical listening	interviews	Students pair up, ask questions of each other; one student tells to class information learned about the other one.	list of questions
logical thinking; rhyming	riddles	Students complete riddles (I'm on you head and rhyme with bear, I am _____).	
critical listening	storytime	Tell story; students clap once if they hear a color word (animal word, etc.).	

Listening (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
develop listening skills	story-reading	Teacher reads stories on regular basis; asks questions.	books
develop listening skills	filmstrips; movies	Watch and stop throughout—discuss; ask questions.	filmstrips, movies, projectors
improve oral communication skills	look at absurd pictures	Discuss "what's wrong" with pictures.	absurd pictures
oral communication; reading; sentence structure; attending skills	experience stories	Students dictate stories to teacher; teacher writes on board; reads back stories.	chalk and board
attending; thinking skills; critical listening	cloze activities	Orally, teacher provides sentences with missing words (I think I'll eat some bread and _____).	
critical listening	rhyming	Student completes phrases started by teacher (rhymes with SAT, it is furry and purrs). Use pictures if necessary.	pictures
critical listening	echo clapping	Student "echos" clapping pattern after teacher.	
listening skills; auditory memory; sequencing; prepositions; gross motor	following directions	Student follows 1-4 directions given by teacher, in order they are told (variation: make "obstacle course"—go under table, around desk, etc.).	classroom furniture

Listening (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
listening	postman game	First student whispers a direction to the next student once; he continues until the last one acts out the direction.	
auditory memory	"add-on" game	Students repeat a phrase and add on one more item (I went to the zoo and saw a giraffe and a ..., etc.).	
selective listening	"find the timer"	Hide timer somewhere in room. Student finds it by listening to the ticking (can he find it before the bell goes off?).	timer
selective listening	"find the speaker"	One student stands in middle of room with eyes closed. Other students stand in corners of the room. One student in corner says something, student in center points to voice heard.	

Listening (Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
listening; following directions	telephones	With homemade "phones," using paper cups and string, 2 students "send" messages to each other. Messages could be simple "touch your knee" type. They could be written for low readers as: Touch (picture of body part).	paper cups; string; directions
listening	hearing story	Students listen and follow along with book to story.	tape recorder; stories; books
listening; following directions	tape/coloring activity	Students listen to tape and follow directions given on coloring sheet (color monkey's tail yellow, etc.). After completed, can check sheet with a pre-colored version in a folder.	tape recorder; coloring sheet; pre-colored sheet; tape of directions
listening; oral communication	recording directions	Student colors a sheet as he wants; then records directions into tape recorder. A friend completes his sheet using that tape.	tape recorder; tape; coloring sheet
listening, oral communication	recording stories	Student listens to story, then records himself telling the story. He can listen to his own version or play for a friend.	tape recorder; stories; tapes
listening; sequencing	language master sentences	Record sentences onto language master cards. Write sentences onto tagboard and cut apart into individual words. Student arranges sentence after listening. (Color code sentences to avoid confusion.)	language master; tagboard; envelopes

Phonics (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
phonic practice; vowel practice in words	Hegg, Kirk & Kirk	Use words in variety of ways: drill, word cards in games; practice after error is made in particular vowel sound, etc.	Hegg, Kirk & Kirk booklet
auditory recognition of consonants and vowels	identification of same vowel or consonant	Teacher reads pairs of words. Student tells if beginning (medial, final) sound is same.	word list
consonant/vowel recognition	alphabet wash	Using yarn and thumbtacks, make clothesline across bulletin board. Cut out paper T-shirt shapes. Paste pictures of objects on shirts. On clothespins, write capital letters. On another set of clothespins, write lowercase letters. Place clothespins and shirts next to clothesline. Student hangs shirt on line using capital and lowercase letter whose sound begins the name of the picture on the shirt. (var.: Use for final sound; vowel sound)	paper; clothespins; yarn; pictures
beginning consonant sound recognition	sound box	Cover box with contact paper and label, "Sound Box." As students learn letter sounds, place objects in the box that begin with sounds being taught. As each letter sound is introduced or reviewed, students can remove the contents of sound box, saying name of object and its sound.	box; contact paper; objects

Phonics (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
sound recognition	Cookie Monster game	Write sounds students are learning on "cookies" made of paper. Turn face down on table. Using a shoebox, make "Cookie Monster" on front; cut slit where his mouth is. Children take turns saying sounds on "cookies" and "feeding" the Cookie Monster the cookies until all sounds are used up.	box; paper
sound recognition	Cat & Mouse game	Write sounds students are learning on "cheese" pieces made of paper. Make on same shaped "cat" piece. Put face down on table. Children turn of one at a time, say sound; if correct, they keep the card. If incorrect, put it back. If they get a "cat," they must put all their cheese back. Play for X amount of time; student with most cheese wins.	paper; timer
short vowel sound practice	short vowel concentration	Make deck of 10 cards (2 cards for each vowel sound). On two cards print two words which have same vowel sound (not dot). Spread face down. Student turns over and reads two words. If same vowel sound, a "pair" has been made. (var.: Use pictures instead of words)	cards; pictures

Phonics (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
auditory discrimination of vowel sounds	who hears it first?	Each student (or team of students) get a set of cards, each having on it one vowel sound (can play with 2-5 sounds). Teacher says a word, first student (or team captain) who holds up correct sound gets point. (var.: Use with blends, consonants, final sound)	set of cards
letter recognition	can you feel it?	Using letters cut out from sandpaper and pasted onto cardboard, child feels to identify letter.	sandpaper; cardboard

Phonics (Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
capital/lowercase letter matching; alphabetical order	ice cream cones	Cut 26 cones out of paper. Write alphabet, using capital letters, on cones. Put cones in envelope. Cut 26 "scoops" of ice cream. Write alphabet in lower case on them. Put in another envelope. Students arrange cones correctly with cone and scoop together. (var.: Can also arrange in correct alphabetical order)	paper; envelopes
vowel sound recognition	can the short vowels	From magazines (or old workbooks), cut out small picture having short vowel sounds. Cover and label soup cans for each vowel. Child places picture in correct can.	soups; cans; pictures
word recognition	cards in envelopes	Divide large envelope into 12 segments with dark magic marker. With pictures kept inside envelope, student matches to word written on envelope.	large envelopes; picture cards
initial consonant recognition	My Alphabet Book	Bind together 26 sheets of construction paper, each with letter of alphabet at top. Student cuts out pictures of objects beginning with appropriate letter. (var.: My Vowel Book)	construction paper; magazines

Phonics (Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
writing words phonetically; spelling	toy box	Select toys or small articles in box. Tape a written list of contents on bottom of box. Use words being emphasized in reading—3-letter words (car, gun, cap), blend words (flag, brush, drum), "ar-or" words (fork, yarn). Child takes box to seat. Takes one toy at a time and writes word. When done, checks words with list at bottom of box.	box; word list; toys/objects
initial/final sound recognition	matching	Draw (or use pictures from magazines or workbooks) two columns of pictures on sheets of tagboard. For each picture in the first column, draw in second column a picture beginning (ending) with same sound. Punch hole by each picture. Children connect pictures using a shoelace.	tagboard; pictures; shoelaces (yarn)
vowel sounds in words	hopscotch	Rule 9" x 12" tagboard into 12 squares. Draw picture containing the letter (or letters) for a sound studied. Label each picture omitting letter (or letters) you wish. Under each omitted letter cut a small triangular slot. Make cards showing omitted letters; put in envelope and clip onto Hopscotch card.	tagboard; envelope

Phonics (Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
initial consonant discrimination	Yes or No	Make (or paste) on small cards 6 pictures of objects beginning with p (or any letter). Paste on tagboard with a large P at top. With "yes" and "no" cards, child put one or the other under each picture. (var.: do with vowel sounds, blends, etc.)	paper; pictures

Sight Words (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
sight word memorization	language master	Practice words regularly.	language master cards
practice in sight words	flashcards	Teacher-student practice. Student-student practice. Parent-student practice.	flashcards
tactile reinforcement	yarnwords	Trace yarnword with finger, say sounds, say word.	yarnwords
practice in sight words	homework form for missed sight words	Pre-written homework form to be completed nightly from missed sight words.	pre-written forms
practice	typewriter	Copy sight words using typewriter.	paper; typewriter
practice	self-practice of sight words	Keep individual sight words in box in desk; student practices first thing every morning.	box, cards
tactile reinforcement	playdough writing	Shape playdough into letters of sight words.	playdough
tactile reinforcement	sand writing	Write sight words into sand.	sand; sand tray
practice	Zonk game	Prepare 35-40 sight words cards, plus 4 Zonk cards. Two or more students can play. Place cards face down. Take turns drawing top card. If player can read the word, she may keep it. If wrong, card goes to bottom of deck. If she get a Zonk card, she may draw a second card. The Zonk card then goes to the bottom of the deck. Winner is the one with most cards when only Zonk cards remain.	cards

Sight Words (Child Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
reinforcement	sight word concentration	Put sight words on 2 in. squares (as many pairs as appropriate). Two students play to see who can get the most matches.	paper
reinforcement of sight words	language master	Make language master cards for sight words missed. Make a folder for the cards. Every day have student practice words 5-10 minutes. Review weekly.	language master; language master cards
reinforcement	peer tutoring	Have students keep their sight words in their desk on cards. During a free minute, they can practice the words with a friend.	cards
reinforcement	sight word of the day	Put just one sight word up on the board. Throughout the day, call on a student to say the word. If he says it correctly, put a star next to the word. How many stars can they get in one day?	no materials necessary
reinforcement	sight word envelopes	Have a group of sight words in front of the student. Have a tape recording already made dictating where the word cards go. Use an "envelope board" to sort the cards. This board has several numbered envelopes attached. Directions would include, "Put the word 'it' in envelop number 1," etc. Have different groups of words depending on needs.	tape recorder; cards

Structural Analysis (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
word configuration	add a letter, make a new word	Teacher begins by presenting a single letter on board. Student adds a letter to make a new word. Another letter is added to make another, new, longer word—etc. until no letters can be added to make a meaningful word, i.e. a an ran bran brand brandy	
work and letter configuration	feel the word	A variety of materials are utilized for cutting out letters for words (one material per word). Blindfold student and see if s/he can identify letters (words) by touch. Student says letter or word aloud.	variety of fabrics or different kinds of paper (sandpaper, wallpaper, contact paper)
adding -er and -est	learning about more word endings and what they mean	Students are given large sized graph paper and markers for this activity. Teacher directs students to make a tall building. Teacher should use a visual cue to indicate about 3 inches. Students then are directed to make a taller building, then a tallest building. Students label the buildings tall-taller-tallest. Teacher directs several more similar activities. Teacher then provides a list of adjectives for students to independently illustrate in a similar manner.	

Structural Analysis (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
sounding out unfamiliar words	I know those sounds!	Teacher says a long, phonetically spelled word for students to "pick apart" and spell as a group. Even though they may <u>think</u> they can't spell it, by prompting them on how to use their knowledge of phonics, they are guided to the proper spelling.	
ending syllables	animal endings	Given this list of words, students generate animal names which end with that syllable 1. key 2. ear 3. ant 4. moth 5. ark 6. rot 7. in 8. it 9. low 10. her 11. oar. Some solutions: 1. monkey donkey turkey 2. bear 3. elephant 4. mammoth 5. lark shark 6. parrot 7. robin martin dolphin 8. rabbit 9. swallow 10. panther gopher 11. boar	

Structural Analysis (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
possessives	rewriting sentences to produce a possessive	Students are presented with 2 stimulus sentences, i.e., Jean found a hat. The hat belongs to Joy. Students then are to write a 3rd sentence which utilizes an appropriate possessive form, based upon the two stimulus sentences. An example is written on the board by a student along with the explanation of the reason for the new word form. (Is it a possessive? For a variation, try "tricking" students by adding plural forms or not indicating any possession in the 2 stimulus sentences.	
homonyms; word meaning hair or hare?		Teacher reads the storybook "The King Who Rained" which depicts, in picture form dozens of comical mix-ups using homonyms. Students then generate a list of homonyms with the teacher and draw their own mixed up homonyms pictures.	"The King Who Rained" storybook
compound words	breaking words apart and putting them back together again	A number of compound words are presented to students. Students and teacher work together to decode the words. Teacher should direct students to find the little words in the longer words. Students take turns finding the little words.	

Structural Analysis (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
		Teacher then presents the two word components in separate lists for students to generate the compound words. Students then work in pairs to make pictures—one for the first half of the counpound word and one for the 2nd half of the compound word. The team work pictures, along with the compound words are displayed.	
abbreviations	teach and use	Following the introduction of days of the week and months of the year abbreviations, students make a personal calendar or a classroom calendar using these abbreviations. Following the introduction of measurement abbreviations, follow a simple recipe using the abbreviations.	

Structural Analysis (Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
possessives	who does this belong to?	Students read phrases or sentences which may or may not contain nouns in the possessive form. If the phrase or sentence contains a possessive, it is "given" to the corresponding noun which is represented on a bulletin board or fold-out stimulus board. The phrases or sentences without possessive forms are placed in the discard pile.	
antonyms, synonyms, homonyms	guess and flip	Construct a board with flaps that lift up. On the outer flap is the stimulus word or picture. Depending on the skill chosen, students must think of a synonym, antonym or homonym which goes with the stimulus word. To check an answer, merely raise the flap.	
compound words	put the sucker on the stick	The second half of a compound word is written on a popsicle stick. On colored circles of paper, the first half of a compound word is written. Student is to place the circle on the appropriate popsicle stick to make a sucker, and a compound word.	popsicle sticks; colored paper

Structural Analysis (Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
multiple word meanings	3 sentences - one word only	Language master sentence cards are grouped by threes. Each group contains 3 sentences with a single word missing. The missing word must fit in all 3 of the sentences in a meaningful way. After listening to all 3 of the sentences, the student chooses a word and then, using the language master, records the word chosen at the appropriate interval. Student plays back sentences to determine if the chosen word is meaningful in all 3 sentences.	
forming irregular plurals by rules	rule sort	Rules for making plurals by changing the spelling of a root word have been introduced. Some sort of receiving vessel is affixed to a bulletin board. Printed on the vessel is a rule for forming plurals, i.e., words that end in "f", drop "f" and add "-ves." Students sort words according to the rule that was used for form the plural. (Singular word forms are given, students find the appropriate rule, write the plural on a piece of paper, and insert word card into rule vessel.)	

Structural Analysis (Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
configuration	playing with how words look and what they mean	Student prints words out in such a way as to illustrate the word, i.e.,	list of words which may lend themselves to this activity
word configuration	missing letters	Word "puzzles" with missing letters are completed independently. The same word, with variations on the missing letter is utilized several times, i.e., home 1. _ome 2. ho _ (Letter blocks or plastic letters may be used.)	
word configuration	find the little words	Student circles the smaller words found in larger stimulus words presented. Students don't have to know all of the longer words.	
compound words/contractions	get the wheels on the car	Bulletin board has a variety of vehicles which are missing two wheels. On the side of each vehicle is a contraction or compound word. Student finds appropriate "word wheels" to correspond with each vehicle.	

Purpose	Activity	Description (Adaptations/Variations)	Materials
sight word building	make a human sentence	Sight words are highlighted in this sentence building activity. The teacher gives a word to each chosen student. Students look over their word and others' words. They are then to order themselves into a sentence. An "emcee" reads the sentences aloud to see if it makes sense. (Can have a mystery word not revealed to student.)	
sight words; functional words	using functional words in the classroom in meaningful ways	To help students develop a meaningful sight word vocabulary for functional words, display signs and words in appropriate areas. i.e. STOP on teacher's desk during quiet work period means no interrupting the teacher. EXIT sign on door enlarged on off labels on light switch.	
sight word	sight word race	Students cut out circles and print assigned word list, one word per circle. Spread out word circles. Time student reading words aloud for one minute. Collect and count words read correctly. Chart progress.	

Sight Words

(Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
sight-word building	prepared record and homework sheet	While student is engaged in reading activities, teacher records those sight words deemed critical which are misread. Misread words are recorded on a prepared "homework" form, which directs students to follow a number of activities using the word list (i.e., write word 3x, write a definition for word, or draw pictures for words). Prior to sending list home, words are reviewed several times with the student.	prepared homework form
vocabulary development	motor imagery and learning new words	Teacher presents word visually, says word and tells what it means. Students are asked to imagine a simple pantomime for the word. ("How could you show someone what this word means?") Students practice pantomime while teacher selects the most common pantomime observed. This pantomime is then shown to the students who repeat the word along with the pantomime. The word list and corresponding pantomimes are reviewed prior to students reading a passage with the new words.	
sight word building	vocabulary suggestions	Elicit from students words which might be read in a story about a given topic. (For lower readers, you may have them choose pictures which would relate to a given topic.)	various pictures/ magazines

Sight Words (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
sight word building	semantic webbing	To help produce "word ownership" for students. Use word relatedness to tie words together with student experiences. Make a graphic representation of web. (For a series of words, indicate relatedness with arrows.) Red Riding Hood Wolf Mother Grandmother Hunter	
sight words	students write new words on board	As the teacher presents new sight vocabulary words, students print them on the board. The words are reviewed in any variety of ways by the teacher and reading group. Students use their word list on the board to complete assigned independent work.	
sight words for new readers	you're reading!	Students with very limited sight vocabulary can still read a book of their choosing. Teacher highlights the student's sight words in the text. Student and teacher "read" along together. When a highlighted word comes up, student reads.	

Sight Words

(Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
sight word reinforcement and introduction	seasonal sight words	(Teacher will still have to demonstrate some control over which book is chosen.) (Could pair up with more capable peer for an "independent" activity.) As you decorate your classroom from season to season, use appropriate shapes for writing new sight words on and for the introduction of new words.	

Sight Words (Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
sight word building	student record keeping	Students keep records of words in some way—vocabulary notebook, journals, wall chart, vocabulary cards or files, personal dictionary.	
	fun writing	Use sight words to produce cross-word puzzles, word searches, puns and jokes. Students can then "rotate" their work among peers.	graph paper
	language master drill	Teacher or peer records sight words for student. Students drill words and make independent recording. (You can use the words in sentences as well.)	language master
	peer tutor	Student is paired with a higher level reading peer for flashcard drills of sight words. Student records own errors for practice.	flashcards
functional words	word sorting	Variety of grocery item words are printed on flashcards. A bulletin board with various "food aisles" is used for sorting the grocery items as to the aisle they would be found in.	

Sight Words (Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
sight word building	unscramble the sentence	Offers multiple practice in reading sight words selected. Words are scrambled for a given sentence. Student must read through word list and place words into a meaningful sentence. (Student may illustrate sentences. Put words on cards to be ordered into a sentence.)	
sight words-nouns	find the pocket	Bulletin board displays a variety (about 20) of nouns pictured. The word is also printed so as not to confuse what the pictures are intended to represent. Student reads a sentence strip and matches it to the appropriate noun pictured. The sentence can be in the form of "fill in the missing word" or "what am I?"	
sight word building	any board game activity	Students team up to play any board game which utilizes sight word reading as the means of advancing players on the board, i.e., move a miniature football player yard line by yard line towards goal as words are read correctly.	
sight word building	computer use for improving sight word accuracy	A number of computer games can be utilized which focus on the use of sight words. The sight words being used must merely be typed into the program. This can be a student activity as well.	computer; game disks

Sight Words

(Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
using your knowledge about sight words	sight word preview	Set aside a small study area with a mock TV or movie screen. Featured on the screen are weekly previews of coming sight vocabulary words. A variety of simple worksheet activities (or tape recorded) are centered on these words, i.e., write the words that begin with ____. (You can also feature "reruns" for those troublesome sight words.)	

Comprehension (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
asking questions	student-teacher role reversal	Following the silent reading of the assigned passage. Students are to generate questions they can ask regarding the reading. (Questions can be asked of teacher or peers. Extra credit for questions which go beyond factual information.)	any reading material
comprehension	cloze procedure	Delete about every 7th word from a passage. Students read to figure out the missing words. Students read passage aloud and insert the missing words. (Could do this orally, for listening comprehension.)	reading material with words inked-out or cut out
comprehension	absurdities	Students read passages or sentences which may or may not contain absurdities i.e., Yesterday morning I got up too late to catch my bus. I asked my parrot to drive me to school. Students identify absurdity as it is read. (Teacher can do this as an oral—listening comprehension—exercise as well.)	

Comprehension (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
comprehension main idea	creative reading and main ideas	Following the reading of a story teacher and student(s) review the main idea(s). Students are then to express the same main idea in creative manners such as poetry, a painting or a drawing.	
comprehension literal questioning	"yes" and "no" flash-cards	This allows practice for all students at the same time for answering literal questions. Each student has a "yes" and "no" card. As the teacher states a question, students respond only by holding up the appropriate card. Teacher should provide the correct answer in some way to provide immediate feedback.	
comprehension following a story line	group story writing	Teacher or student begins the story with a single sentence. Students take turns reading the additions generated by class members. Student additions should indicate understanding of previous sentences. Completed story could be typed out and illustrated by students for display.	

Comprehension (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
comprehension predictions	using clues to make predictions	Students study title and any pictures available to make predictions about a story's content. Predictions recorded on board. After reading accuracy of predictions is checked by students and teachers. (Writing own endings for a story following partial reading.)	
comprehension main idea	helping hands	Students trace each hand on piece of paper. On the <u>left</u> palm they print the words "main idea" and on each finger they print a detail word such as "who, what, when, where, why." After reading a story or paragraph, students print the main idea on the <u>right</u> palm print and put details on each of the fingers and thumb.	
comprehension	what's going on?	Students read a list which contains a variety of discreet actions or descriptors, i.e., The thread is in the needle. She can't find the scissors. They are to determine what activity is going on or where the action is taking place. (You may have students sequence the listings then write an ending passage.)	

Comprehension (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
comprehension functional reading, consumerism	Reading advertisements for understanding	Students may bring in samples, or the teacher may provide the adver- tisements. Students are to utilize the ad to answer a variety of com- prehension questions. Literal and inference questions are most commonly used. Examples: What product is being sold? Who would use it? Where could I get it?	

Comprehension (Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
comprehension cause and effect	matching pictures and/or statements demonstrating cause and effect rela- tionships	Student is given two groups of sen- tence cards and/or two groups of pictures which illustrate cause and effect relationships. Task is to match the cards appropriately.	
comprehension gaining meaning from picture clues	write the comics!	Student is given a short comic strip which illustrates an obvious series of events. Student fills in dialogue for the comic characters which has been deleted.	comic strips
comprehension sequencing	put the pictures or words in order	Following an independent reading activity, the student sequences a group of 3-6 pictures or sentences which correspond to the story. (May start with familiar stories, i.e., Goldilocks and the 3 Bears which emphasize the skill of sequencing <u>first</u> rather than reading <u>and</u> sequencing.	
comprehension following directions	"Help get me home!"	Student has a map which is covered with erasable plastic. A grease pencil is used to "chart the course home" for each of a variety of characters. Stu- dents must read directions in order to get characters to their appropriate destinations. Student records destina- tions. Student records destination reached for character and then uses a	

Comprehension (Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
		self-correcting answer key to determine accuracy—are the characters in their proper homes? (May use neighborhood map or map of school, etc.)	
comprehension shorter passage lengths	SRA reading lab Monster Books series with accompanying comprehension questions	Students work independently in specified "office area." Students keep records of completed work. These reading "labs" come complete with comprehension questions for the stories, answer sheets, and answer keys.	Grad appropriate SRA lab or or Monster Series
comprehension	"Listen and do" or "Read and do"	Instructions for completion of a "fun" worksheet or art activity are recorded <u>or</u> printed out for students. Tasks are completed independently. The finished product is the indicator of the level of comprehension.	
comprehension main idea	matching headlines	Cut several articles from magazines, school papers or newspapers. Separate the headline from the article. Students are to match articles with headlines. (Student writes a headline to go with stories)	variety of articles from papers, magazines, etc.

Comprehension (Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
comprehension multiple word meanings	How many ways can you use it?	Student is given a list of words which have multiple meanings. S/he writes a variety of sentences using the multiple meanings. (Student could illustrate multiple word meanings. Student may write a story containing as many uses of the word as possible. Student could check how well his/her list compares to that of a peer, or the dictionary.)	
comprehension literal study skills	find the facts	Student is given an encyclopedia passage—or is directed to look up a specific topic in an encyclopedia—or newspaper. Student then completes the fact finding sheet that has been prepared by the teacher.	
comprehension table of contents and main idea	make the table contents for this book	Student is given a group of short passages, on separate pages. Student must title the passages appropriately then construct a table of contents for the passages. (May illustrate passages, or make a book cover with title.)	

Accuracy (Teacher Directed)			
Purpose	Activity	Description (Adaptations/Variations)	Materials
accuracy	strategies for decreasing omissions in reading	Student reads aloud. Ignore insignificant miscues. If student misses a word that s/he doesn't understand, teach the word meaning using a picture, synonyms, etc. Have student reread passage or sentence until omissions decrease.	
accuracy	strategies for decreasing substitutions	Student reads aloud. Ignore substitutions which don't alter meaning. For unmeaningful substitutions, ask the student "Does that make sense?" Place student in easier reading material if errors continue.	
accuracy	can you catch my errors?	Teacher reads material aloud as students follow. Teacher tries to "trick" the students by reading aloud and making unmeaningful substitutions. (You can record materials with errors and have students circle)	tape recorder

Accuracy (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
accuracy	strategies for reducing errors in oral reading	Student reads aloud for 3 minutes. Correct errors using this format. "That word is _____. Say it after me. Good. Now read the sentence over, and remember the word is _____. Teacher records missed words for follow-up direct instruction. (Student may take a list of words home to study.)	
accuracy	getting those word endings correct!	This is primarily a drilled practice for root words and suffixes. The teacher displays a root word and then attaches a variety of suffixes to the root word. Students read whole word aloud. (Listings of words with suffixes are read and accuracy is scored. Any variation on additions to root words may be added, such as prefixes, superlatives.)	
accuracy	reading words that look similar	To gain more practice with words which are often confused with one another, try drilling the similar words. On strips of paper print out the series of words to be practiced. i.e. on no so of to oh do them than they Students drill these words as a group, or in pairs.	

Accuracy (Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
accuracy building	checking your own reading	Students record sentences or paragraphs of themselves reading. Student plays back tape and circles any omissions discovered. Student may then reread to see if accuracy improves. (Peer could "check" reading accuracy with tape.)	
accuracy building	proof reading—can you find the error?	Students are given a written passage with several omissions or unmeaningful substitutions. Their "job" as editor is to find and correct the errors. (Peers can check each others' work or can devise their own articles which need proof reading.)	
accuracy building	proof reading "Master Sleuth"	Students are asked to keep "an eye out" for printing errors found in newspapers, magazines or other written correspondences. Any "discoveries" are posted on a classroom bulletin board displayed with a theme of "master Sleuth"—magnifying glass or Sherlock Holmes type character pictured.	

Accuracy (Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
accuracy building	practiced reading	Student merely records self reading a selected passage. Teacher or capable peer listen to tape and note omissions and substitutions. Scores are kept—may be charted in classroom.	tape recorder

Phonics (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
cue patterns	nonsense words	To practice sound/symbol knowledge, students read nonsense words presented by teacher. Can operate this drill in the form of a "baseball" or "football" game. (Students can play with words by assigning meaning to them and thinking up sentences or pictures for them.)	
vowel sounds	flash the vowel	Students each have flashcards with the vowels printed on them. As the teacher or a student call out a word, students show the appropriate vowel card which corresponds to the word. Allow frequent student response. (This can be done with any letter sound practice.)	
consonant blends	finish the word	Students are given consonant blends printed on flashcards. A stimulus word or sentence is presented by the teacher. Student with appropriate blend must show blend and read word or sentence with completed word. Students keep a list of words that blend "helped make." Display lists.	

Purpose	Activity	Description (Adaptations/Variations)	Materials
letter sounds	people words	Teacher hands out specific letters, one each to students. Teacher then chooses students to go before the class to make a word by standing together with their letter cards. Next, the teacher tells one student from the word being formed to choose a replacement person. The replacement person must be chosen so that his/her letter will help form a new word. Pattern continues while teacher records the words which were formed.	
rhyming elements	finish with a rhyme	Teacher begins with familiar nursery or song rhymes, leaving out one of the rhymed words for students to chime in. Teacher then reads novel rhymes or poems to students, again leaving out the rhyme for the students to fill in. (Have students try to make rhymes for each other to complete. Students may illustrate rhymes.)	
beginning and ending sounds	how many words can you make?	The beginning or ending letter of a word is left blank. Students are timed (vary by skill level) to generate as many words as possible, given the letters provided. Slower students may just print the letter to be substituted. Students read words aloud. They may or may not keep score of the number of words generated.	

Phonics (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
vowel rules	making class learning charts	As students are instructed in learning rules about vowel sounds and patterns, they collectively "devise" the wording for these rules. Each rule has several examples generated by students. Students may illustrate the rules as well. Rules are posted in the classroom. By making this a class project, students most likely will utilize the rules in a more consistent and meaningful way.	
silent letters	is that how it sounds?	The teacher writes a variety of words on the board which contain silent letters. S/he then pronounces the word, sounding <u>all</u> the letters, even the silent ones. Students are to tell the teacher what s/he is doing wrong—and correct the teacher's error. Students then copy words and indicate which letter is silent by circling or underlining.	
word families	making new words	The teacher introduces a variety of word families, one at a time, to the group. Students go to board and print the word family dictated. They then may choose a magnetic letter to place in front of their word family to form a word. Students take turns reading the words.	magnetic letters; magnetic board or backing

Purpose	Activity	Description (Adaptations/Variations)	Materials
contractions	word transformers	Teacher discusses the subject of the popular "transformer toys." The main idea to get across to the students is that of changing elements of one thing to get something else. Teacher displays a number of contractions. Students suggest ways this contraction was formed. The main idea to get across is that of removing some element(s), using an apostrophe to gain a single, shortened word. Students practice with teacher, "transforming" a variety of contractions to the non-contracted form and back again.	

Phonics (Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
sound/symbol missing letters	pocket ABC's	A bulletin board displays the ABC's. Each letter has a pocket for cards to be placed. Student can choose from a variety of skill areas—beginning or ending sounds, vowel sounds, missing letters. Student must place card into appropriate letter pocket. i.e. For vowel sound cards—student puts CAT picture in the "a" pocket.	
sound/symbol relationship	mystery message	Student is given a worksheet containing number boxes. A taped message tells the student to put the letter which represents the given sound(s) heard on the tape. If the student is able to place the correct letter symbols in the boxes, a mystery message "appears" on the worksheet.	tape recorder; prepared worksheet
long vowels	fill in the vowel	Teachers can modify any workbook page which has pictures of words containing long vowels, or devise their own page of long vowel pictures. A small window is cut into the page, under each picture. On either side of the window, the word for the picture is printed, leaving out the long vowel letter. Student affixes a blank piece of paper under the stimulus sheet. The missing long vowel is printed in the "window" by the student. provide answer keys for self. Correction if desired.	prepared worksheets

Phonics (Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
rhyme	scrap book of rymes	On the top of each page in the scrap book is a stimulus picture for the student. The student is to search through magazines for pictures which would represent a rhyme for the stimulus picture.	magazines with many pictures
consonant blends and word families	making words	A long piece of felt board is run down the side of a bulletin board. On it, the student places a variety of consonant blends which he or she is working on. Along side the felt board is a bulletin board with hooks or sturdy pins for hanging flashcards containing a variety of word families next to the blend. Student records words s/he makes using these materials.	modified felt board; felt letters
consonant diagraphs (ch, th, sh, wh, etc.)	go fish!	A simple bulletin board that students could construct. Fishing ponds are labeled with the consonant diagraphs being emphasized in student work. Student stocks the pond with the fish provided. Each fish contains a picture of a word beginning with a consonant diagraph. Numbers on the back of fish could correspond to an answer key for self correction check.	

Fluency (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
fluency building	imitative reading	Teacher reads as the student follows along silently. Student repeats passage. Begin with phrases, work up to paragraphs. (Read-along filmstrips or taped books/stories)	filmstrips; taped stories
	echo reading (neurological impress method)	Tell student to just say the words. Use high interest material. Teacher sits slightly behind and on the left of the student. Both hold the book. Teacher glides finger along page as passage is read. Student says words after the teacher. The passage is reread until the student is fluent. Gradually, the student takes over the teacher's role.	
	repeated readings	A passage is read repeatedly until an 85 wpm criterion is reached. or (Teacher and student read together into a tape. Student listens and reads—points—3 to 5 times. Student reads to teacher to determine if criterion is met. Increase passage difficulty and length gradually. You may graph rate of fluency.	

Fluency (Teacher Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
getting the general idea across	radio reading—being a broadcaster	Students are given a "script" to read aloud. They should practice with a peer or teacher before "announcing." Emphasis is placed on the broadcaster relaying the meaning of the script. Exact, word for word accuracy is unnecessary, as long as the meaning stays intact. (You may record broadcasts, or have students write/read own broadcasts.)	variety of high interest, low vocabulary "scripts." Stories from publications such as "Weekly Readers." Tape recorder
reading phrase groups	"chunking" reading in phrases	Use a relatively familiar reading passage. Divide it into logical phrase groups by using pencil slash marks, i.e., My mother/likes to/help me/ with my homework. (Increase number of words in "chunks" by erasing the slash marks. You may put "chunks" on flashcards for practice as well.)	flashcards
fluency	choral reading	For a brief period during reading lessons, provide the opportunity for choral reading. Teacher should read aloud as well, pacing the room, setting the tempo.	
fluency building	sing along by reading the words	Teacher tapes popular songs. Words are printed out for student to follow along with the song.	tape printed songs

Purpose	Activity	Description (Adaptations/Variations)	Materials
fluency building	follow along and read	Student choose a storybook and corresponding tape. Students should keep record of the books they've read.	taped books and

Fluency (Student Directed)

Purpose	Activity	Description (Adaptations/Variations)	Materials
fluency building	paired readings	Students are paired to read the same text aloud in unison. You may use basal passages read in reading group. (You can tape readings for teacher evaluation. Use a variety of new, different reading materials. Have students take turns during readings.)	tape recorder; blank tape
fluency	use of library books	Increase of fluency comes with practice using high interest materials. Set aside some time each day for independent reading of library books or other interesting reading materials.	
fluency	partnership reading	Student is paired with a fluent reader peer. Peer begins reading passage as student follows along. Peer stops at variant intervals and signals for student to read the next word. (Student could read for more than a single word.)	

2/2341V